

Towards Creating a New Class of Creative Labor Force

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This Policy Brief focuses on raising national standards in secondary education in order to make it more targeted on developing the key skills and competences that young people need to be well prepared for employment, self-education or entering further formal education.

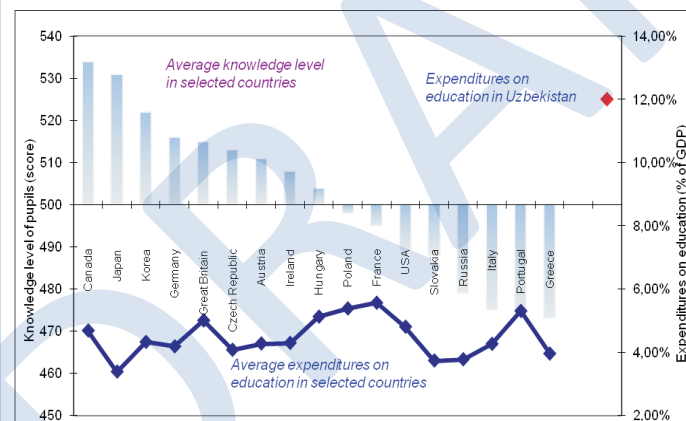
According to the National Program for the Development of Secondary Education (2004-2009) Uzbekistan allocated considerable funding for the construction and renovation of schools. However, increased expenditure on education may not ensure success, if there is no follow-up in terms of improving the quality of the education services provided.

Graduates must be well prepared for employment, self-education or entering further formal edu-

initiated in the 2004-2005 academic year and due to be completed in 2010:

- Further investment in secondary education should be accompanied by a revision of approaches to formulating educational standards. New standards should be focused on providing graduates with essential knowledge, skills and competencies, as well as reflecting teaching methods and approaches. Specifying the minimum resource requirements for education is

Expenditures on Education and the Knowledge Level of Students in selected Countries and Uzbekistan



Source: OECD Factbook 2008: Economic, Environmental and Social Statistics

Uzbekistan spends around 12% of GDP on education - more than in many developed and developing countries. Even though PISA data is not available for Uzbekistan, ad-hoc assessment demonstrates that the quality of education remains inadequate.

However, the current national standards of secondary education (introduced in 1999) are mostly focused on regulating the volume of theoretical knowledge to be transferred to the graduates. They do not reflect the key skills and competencies that students need to be successful in the future (such as communication, problem solving, creative thinking, analytical skills, learning to learn and use of information).

In addition, there is no independent monitoring of the implementation of educational standards, i.e. the National Center for Education under the Ministry of Public Education develops the standards, coordinates their implementation and, at the same time, is responsible for assuring the quality of education.

The following aspects should be taken into account during the second phase of improving and modernizing national educational standards,

also important in order to streamline the work of equipping schools.

- Standards and systems for assessment and monitoring the implementation of educational standards and learning achievements should be established for secondary education, as part of an overall system of quality assurance. As such the Government should review the institutional arrangements for the sector and establish an independent agency with the necessary human, financial and technical resources.

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